New Nouveau
Brunswick
Be...in this place • Être...ici on le peut

An Accountability Report on the targets of *When kids come first*

An Accountability Report on the targets of *When kids come first* • 2008

2009.03

Province of New Brunswick
POB 6000
Fredericton NB E3B 5H1
CANADA

www.gnb.ca

ISBN 978-1-55471-186-4

CNB 5670_E

Message from Minister Kelly Lamrock

When we released our 2007 plan, ***When kids come first***, our goal was to create the best education system in the country. While such an ambitious goal cannot be achieved overnight, I am delighted to say that we are now starting to see some real progress being made.

With our passionate commitment to early literacy, more New Brunswick children are reaching and exceeding acceptable literacy levels at both Grade 2 and Grade 4. We are confident that we will continue to see this kind of marked improvement in all curricular areas as a result of our continued focus on literacy, math, and science (NB3), our assessment culture, and our alignment of purpose between the Department, the districts, and the schools.

By focusing our efforts on the skills and talents of our teachers, we are seeing some very exciting projects spring to life in classrooms throughout the province. And by helping schools leverage community resources, thousands of students are being better supported, and schools are enjoying much greater success.

In order to meet our commitment to transparency, I am very pleased to present to parents and the public our **Accountability Report** for the 2007/08 school year. Within its pages, you will see the progress that is starting to be made.

I hope I may count on the support and interest of all parents as we continue our journey to create the best education system in Canada.

Minister of Education

Introduction

Last fall, the Benchmark Report was released showing where the education system stood on the 23 targets of the provincial five-year plan, ***When kids come first***.

This report is a follow-up to the Benchmark Report and is designed to show the progress that is being made on each of the targets.

In the following pages of this report, provincial data is shown for the majority of the 23 provincial targets. For the most part, data is from the school year just ended (2007/08), together with comparison data from the previous year, or years where available. For some targets, especially those using national and international indicators, the data is quite a bit older. For other targets, work is still underway to develop appropriate indicators that can be used year after year. The development and implementation of a new Student Information System will be instrumental in this process.

Both this document and an abridged version are available on the Department of Education website at: www.gnb.ca/education.

The targets of the *When kids come first* provincial plan

Target		Commitment #
1	All kids come to kindergarten school-ready.	1
2	80% of kids identified as requiring a Special Education Plan for kindergarten have the plan in place upon arrival in September.	1
3	90% of parents of children entering kindergarten participate in the *I'm Ready for School* Initiative at their neighbourhood school.	1
4	90% of kids reach the reading standard at Grade 2 and again at Grade 4; 20% exceed it.	2
5	90% of kids reach the numeracy standard at Grade 3 and again at Grade 5; 20% exceed it.	2
6	85% of students reach or exceed the standard in Grades 6 – 12 on provincial assessments of literacy, numeracy and science.	2
7	The top 20% of New Brunswick students on literacy, numeracy and science assessments achieve at a level comparable with their peers in Canada's top three provinces.	2
8	70% of high school graduates are able to function effectively in speaking their second official language.	7
9	NB ranks among the top three in the country on national and international assessments in literacy, numeracy and science.	2
10	NB's post-secondary participation rate is among the top three in Canada, and an increasing proportion obtain a post-secondary credential.	3
11	NB is in the top three provinces in Canada for high school graduation.	3
12	First Nations students achieve at levels comparable with their peers on provincial assessments.	7
13	90% of high school graduates report that they intend to vote in the first election for which they are eligible (federal, provincial, municipal).	3
14	The percentage of children and youth who are considered active enough for optimal growth and development increases by 10 percentage points.	8
15	At least 75 community schools are operating in New Brunswick, with support from the community and the private sector.	6
16	An increasing percentage of students in Grades 6 – 12 report they feel safe and belong in their school; the level of safety reported by students with particular learning challenges is comparable to the level reported by other students; bullying behaviours decrease steadily in New Brunswick schools.	8
17	90% of students and parents report that students received the services they needed to support their learning.	5
18	80% of students with Special Education Plans are meeting identified learning outcomes, and interventions are in place for the remaining 20%.	5
19	100% of schools have adequate emergency preparedness plans and lock-down procedures in place, in collaboration with appropriate authorities.	8
20	90% of teachers report they have been successful in integrating technology in teaching their students.	4
21	90% of graduates report that they have had opportunities to take courses in the trades, the arts, or co-op or volunteer experience.	3
22	An increasing percentage of principals report that projects from the Innovative Learning Fund are having a positive impact on teaching and learning in their schools.	4
23	An increasing percentage of teachers report that gifted students are given the opportunity to reach their full potential at school.	5

Investments in education: K –12

Ongoing investment in education is needed in order to see continued results.

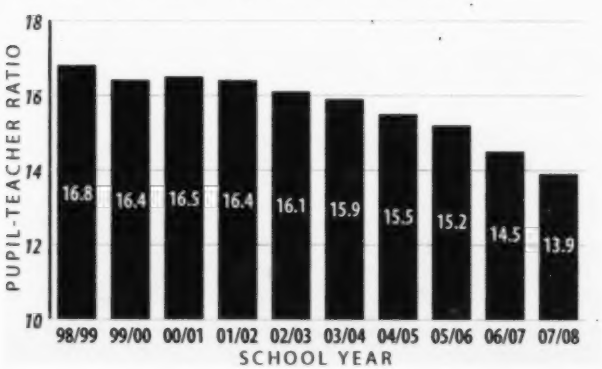
For the year just ended 2007/2008, the operating funding for K – 12 was $878.1 million. For 2008/2009, it has increased 7.2% to $941.6 million – the highest level of investment ever. This represents funding of $8,625 per student compared to $4,881 per student in 1998/1999.

Although increased funding for the classroom has been the priority since the beginning of the implementation of the ***When kids come first*** plan, an investment of over $41.6 million in 2008/2009 was made in the capital budget – an increase from $33.7 million in 2007/2008 – to fund over 100 construction, renovation and improvement projects in schools around the province.

Over 99% of the education budget is expended in supporting learning in the classroom. In 2007/2008, over 318 teaching positions were created to add resources in Methods and Resource, Community Schools, *I'm Ready for School* initiative, the implementation of the recommendations from the MacKay report, math intervention and class size reduction. Continued investment in teaching positions has had a positive effect on the pupil-educator ratio which was down to 13.9 in 2007/2008 from 14.5 in 2006/2007.

Figure 1

Pupil-Teacher ratio, 1998/99 – 2007/08



Commitments

1 To ensure school readiness	Success in early learning sets the stage for successful lifelong learning. ***When kids come first*** focuses on providing the right conditions for improving pre-kindergarten school readiness and successful and seamless transitions into kindergarten.
2 To work urgently on literacy, numeracy and science	Reading, writing, math and science concepts are the tools for learning. We will set high standards for students to master these skills by Grade 5 and improve them throughout higher Grades. We will insist on early and timely interventions to aid struggling students and challenge high achievers. Schools that excel at these interventions will be called upon to lead, and schools that struggle will be helped to change. Teacher training and professional development will be a cornerstone of the system.
3 To help children develop a passion for learning	A child reads, writes and solves problems best when he or she cares about the subject matter. Especially in the teenage years, a child learns best not by absorbing lists of facts but by solving problems he or she cares about. ***When kids come first*** will give children the guidance and options to discover their strengths and passions, and will give teachers the flexibility, resources and technology to let students use their intellectual interests to tackle the curriculum.
4 To give educators the tools to innovate and lead	New Brunswick is blessed with well-educated, passionate and talented teachers. Teachers with good ideas should have ways to get resources quickly to try new ideas, find out what works and learn from each other. ***When kids come first*** seeks to give teachers and principals the tools to lead change.
5 To live up to the promise of inclusion	New Brunswick is an international leader in inclusive education and ***When kids come first*** is designed to ensure the best interests of all kids are served within an inclusive environment.
6 To engage communities and partners in improving schools	***When kids come first*** acknowledges that success in education is linked to a new alliance between the school and its community. Community schools set the stage for more active community, volunteer sector and private sector engagement throughout our kids' education.
7 To promote cultural identity and linguistic growth	The need to celebrate and nurture the language and culture of each official language community is reflected in ***When kids come first***. We also need to build our second language capacity in both anglophone and francophone sectors. As well, First Nations education priorities and supports for new immigrants are all fundamental elements of ***When kids come first***.
8 To create healthy and safe schools	***When kids come first*** sets out specific actions required to make our schools healthy and safe for our kids, our school personnel and our communities.

Commitment #1: To ensure school readiness

As its name indicates, the *I'm Ready for School Initiative* is meant to ensure that each child enjoys a smooth transition from the home to the school. This initiative comprises an evaluation of a child's development at both the pre-kindergarten and kindergarten levels. It was launched for pre-kindergarten children in the fall of 2007, and for kindergarten children in January 2008.

In the francophone sector, the evaluation of kindergarten children was done using the *Évaluation de la petite enfance – appréciation de l'enseignante* methodology in 2007/08. The francophone sector identified that 18.6% of kindergarten students were at-risk. Since a new methodology was used, caution must be used with comparing the most recent data (2007/08) to the data in previous years.

In the anglophone sector – which uses the Teacher's School Readiness Inventory method of evaluation at the kindergarten level – there was a slight increase in the number of children identified as being at-risk, from 19.1% in 2006/07 to 19.5% in 2007/08.

Targets:

- All kids come to kindergarten school-ready.
- 80% of kids identified as requiring a Special Education Plan for kindergarten have the plan in place upon arrival in September.
- 90% of parents of children entering kindergarten participate in the *I'm Ready for School Initiative* at their neighbourhood school.

Progress:

Measure	Target 2013	2005/06	2006/07	2007/08	Sector
Children come to kindergarten school-ready.*	100%	20.6% at-risk	19.1% at-risk	19.5% at-risk	Anglophone
		17.5% at-risk	17.0% at-risk	18.6%** at-risk	Francophone
Kindergarten students needing a Special Education Plan have it in place in September.*	80%	-	-	34% (Anglophone)	Anglophone / Francophone
Parents participate in *I'm Ready for School Initiative.*	90%	-	-	80%	Anglophone
		-	70%	78.2%	Francophone

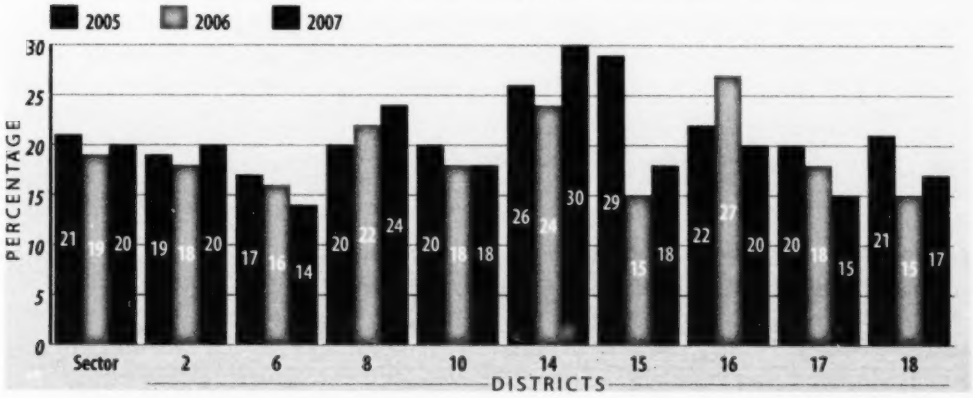
* *As measured by the Teacher's School Readiness Inventory which uses a series of 5-point scales to assess key skills and traits that have a proven relationship with future success in school (attention span, verbal fluency, interest and participation, letter and identification skills, and printing skills).*

** *Source: Évaluation de la petite enfance – appréciation de l'enseignante, 2007/08.*

By September 30th, 68% of kindergarten students who were identified as requiring a Special Education Plan prior to school start had one in place. In many cases, it is appropriate to observe students in the school setting to determine appropriate learning outcomes.

Figure 2

At-risk kindergarten students, by district (Anglophone sector) 2005 – 2007



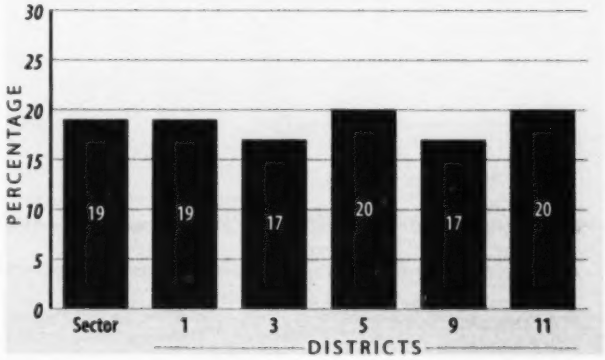
Source: Teacher's School Readiness Inventory

Steps taken:

The most recent data demonstrates that we need to do more to ensure kids are ready to learn when they arrive at school. Over the past three years, there has been little change in the number of children identified as being at-risk. We are focused on making sure that no child faces an uphill battle when they first enter school. In order to accomplish this, here are some of the steps we have taken to address the issue:

Figure 3

At-risk kindergarten students, by district (Francophone sector) 2007/08



Source: Évaluation de la petite enfance

Both sectors

- The early years evaluation assessments in both sectors have been expanded throughout the province which includes a planning process to discuss with parents their child's results.
- A new early learning curriculum has been developed by both sectors to help early childhood learning specialists determine appropriate learning outcomes.

Anglophone sector

- Educators have been hired to work on the question of transition to school in First Nation communities. They will be part of the school readiness initiatives and early years' evaluation delivery.
- Work is underway in collaboration with the NB Literary Coalition and NBCC to develop programs that will help improve adult literacy with the understanding that success in this is likely to have a positive effect on child literacy as well.
- District student services Learning Specialists have been engaged in a review of district policies and processes for the development of Special Education Plans for kindergarten students.

Francophone sector

- Pre-kindergarten intervention specialists are in place in all francophone districts. They are responsible for the coordination of school readiness initiatives and a follow-up process with parents of children identified as being at-risk.
- A kit for kindergarten preparedness has been produced by the *Partenariat en education* and is distributed to each parent enrolling their child in kindergarten.

Commitment #2: To work urgently on literacy, numeracy, and science

Over the past three years, Grade 2 students across the province have consistently improved their achievement levels in literacy. In the anglophone sector, the percentage of Grade 2 French Immersion students exceeding the standard has been above *Target 2013* since 2005. The English program students have been above the same target since 2006.

In the francophone sector, Grade 2 students have improved their achievement level by 10 percentage points in silent reading, and by 12 percentage points in reading aloud, since 2005. Since 2006/07, the percentage of francophone students exceeding the Grade 2 standard for silent reading has surpassed the provincial target.

Targets (Grades 1 – 5):

- 90% of kids reach the reading standard at Grade 2 and again at Grade 4; 20% exceed it.
- 90% of kids reach the numeracy standard at Grade 3 and again at Grade 5; 20% exceed it.

Progress – Provincial assessments (Grades 1 – 5):

Measure	Target 2013		2005/06		2006/07		2007/08		Sector
	Reach or exceed	Exceed	Reach or exceed	Exceed	Reach or exceed	Exceed	Reach or exceed	Exceed	
Reading Grade 2 – children reach / exceed standard	90%	20%	71%	19%	72%	**20%**	**76%**	**21%**	Anglophone (English)
			74%	**22%**	79%	**27%**	**83%**	**30%**	Anglophone (French Immersion)
			63%	17%	70%	**22%**	**73%**	**26%**	Francophone – silent reading
			58%	12%	63%	14%	**70%**	19%	Francophone – reading aloud
Reading Grade 4 – children reach / exceed standard	90%	20%	70%	11%	70%	12%	**75%**	12%	Anglophone (English)
			63%	11%	67%	12%	**76%**	14%	Anglophone (French Immersion)
			-	-	-	-	*	*	Francophone**
Numeracy Grade 3 – children reach / exceed standard	90%	20%	-	-	-	-	*	*	Anglophone
			-	-	-	-	*	*	Francophone***
Numeracy Grade 5 – children reach / exceed standard	90%	20%	68%	**30%**	67%	**29%**	65%	**28%**	Anglophone (English and French Immersion)
			49%	6%	67%	**21%**	70%	18%	Francophone

Note: Numbers in bold green font show where we have reached or surpassed the target.

* *Developing a data-gathering method.*

** *Data collection will begin in September 2009.*

*** *Data collection will begin in May 2010.*

Both sectors have a number of additional assessments for literacy and numeracy in Grades 1 – 5.

For example, in the anglophone sector there is a writing assessment in Grade 2. In 2006/2007, 57% of students in the English program reached or exceeded the standard, with 6% exceeding it. In 2007/2008, 59% reached or exceeded the standard, a 2 percentage point increase from the previous year. Just over 5% exceeded the standard, a decrease of 1 percentage point from the previous year. In 2006/2007, in French Immersion, 71% reached or exceeded the standard, with 16% exceeding it. In 2007/2008, 84% of students reached or exceeded the standard, an increase of 13 percentage points from 2007. Just over 14% exceeded that standard, a decrease of 2 percentage points from the previous year.

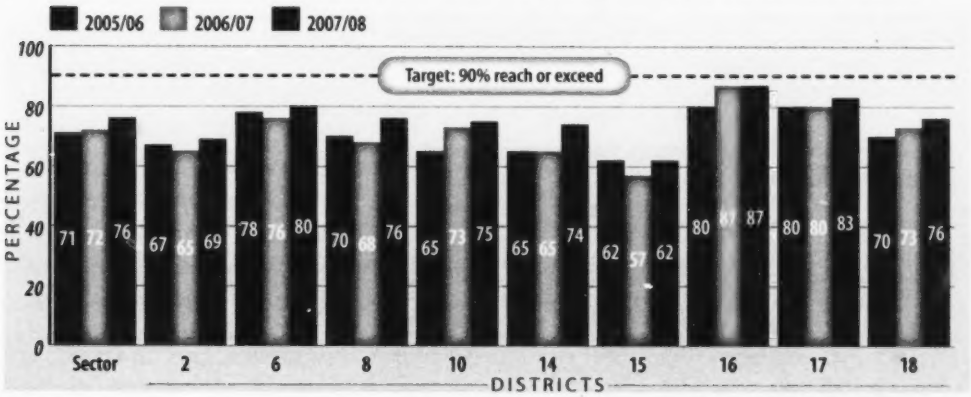
In Grade 4 writing, 53% of students in the English program reached or exceeded the standard, with 7% exceeding it. In French Immersion, 71% reached or exceeded the standard, with 9% exceeding it.

In the francophone sector, students are assessed on science in Grade 5. In 2007/2008, 87% reached or exceeded the standard, with 13% exceeding it.

In the aggregate, student achievement levels are increasing across the province and across linguistic sectors. This is an encouraging trend. We will continue to focus on making sure that the basics – literacy, numeracy, and science – are mastered by students by the time they leave Grade 5. We also assess student performance and progress on these same subject areas at various grade levels throughout a child's public education journey. We will continue to do so in order to rapidly address any problem areas that may be uncovered. Timely and accurate assessments provide us with the provincial outlook necessary to give our students the best education possible.

Figure 4

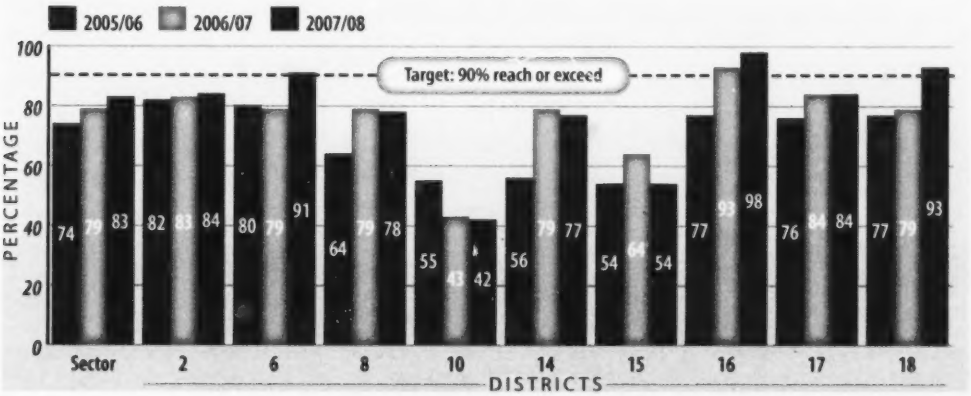
Grade 2 early literacy assessment, English program,* reading (Anglophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 2 English program reading comprehension assessment.*
Source: Department of Education

Figure 5

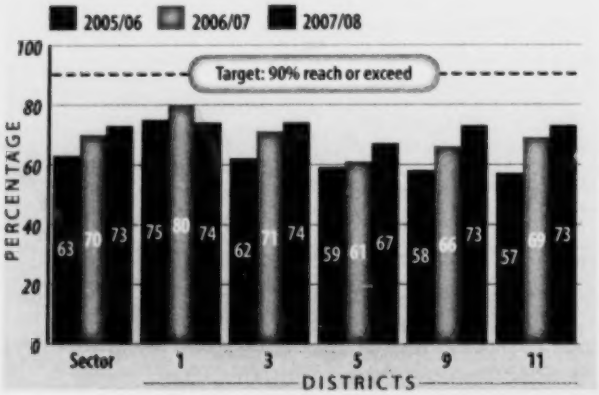
Grade 2 early literacy assessment, French Immersion program,* reading (Anglophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 2 French Immersion reading comprehension assessment.*
Source: Department of Education

Figure 6

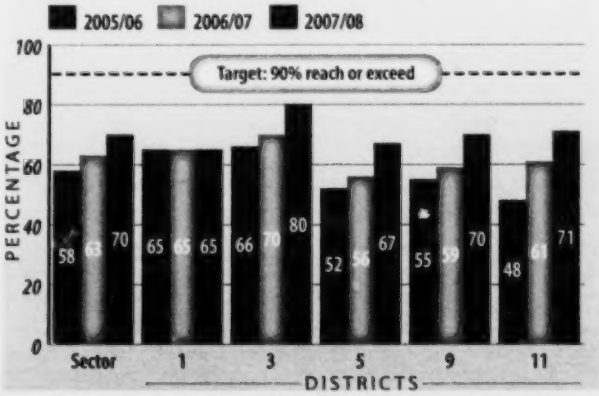
Grade 2 early literacy assessment,* silent reading (Francophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 2 silent reading comprehension assessment.*
Source: Department of Education

Figure 7

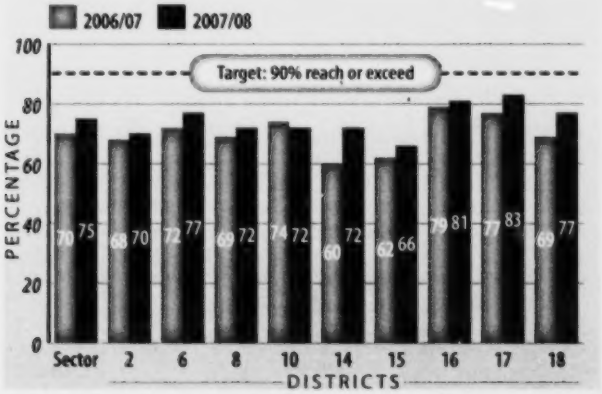
Grade 2 early literacy assessment,* reading aloud (Francophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 2 reading aloud comprehension assessment.*
Source: Department of Education

Figure 8

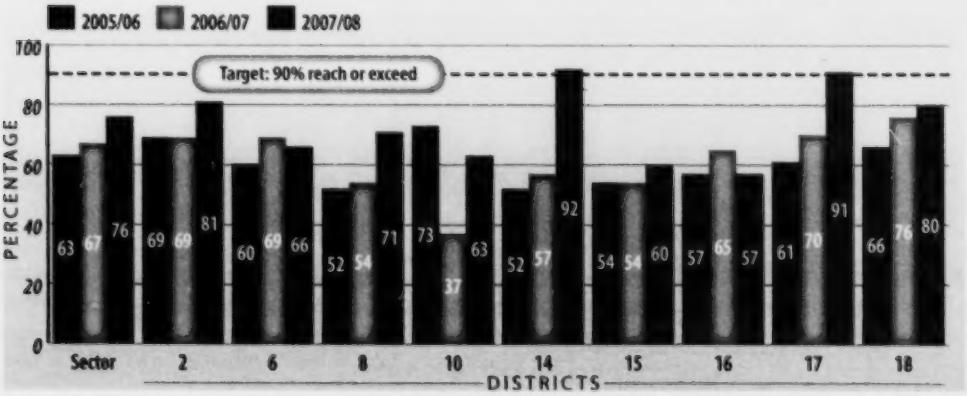
Grade 4 literacy assessment, English program,* reading (Anglophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 4 English program reading comprehension assessment.*
Source: Department of Education

Figure 9

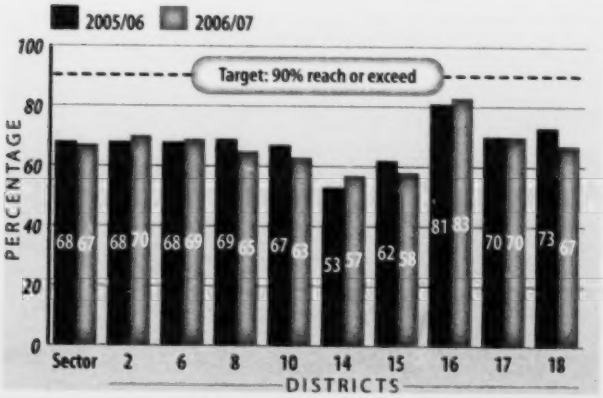
Grade 4 literacy assessment, French Immersion program,* reading (Anglophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 4 French Immersion reading comprehension assessment.*
Source: Department of Education

Figure 10

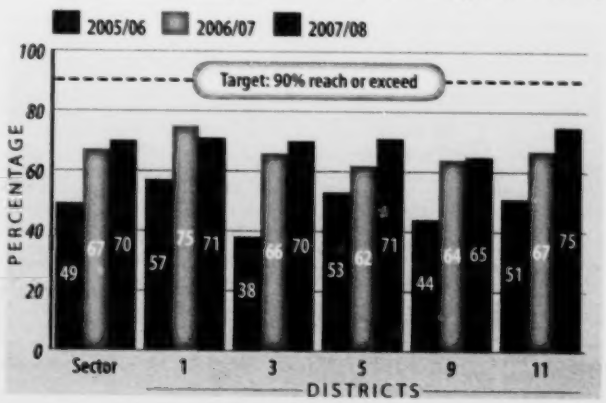
Grade 5 numeracy assessment,* (Anglophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 5 numeracy assessment.*
Source: Department of Education

Figure 11

Grade 5 numeracy assessment,* (Francophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 5 numeracy assessment.*
Source: Department of Education

Targets (Grades 6 – 12):

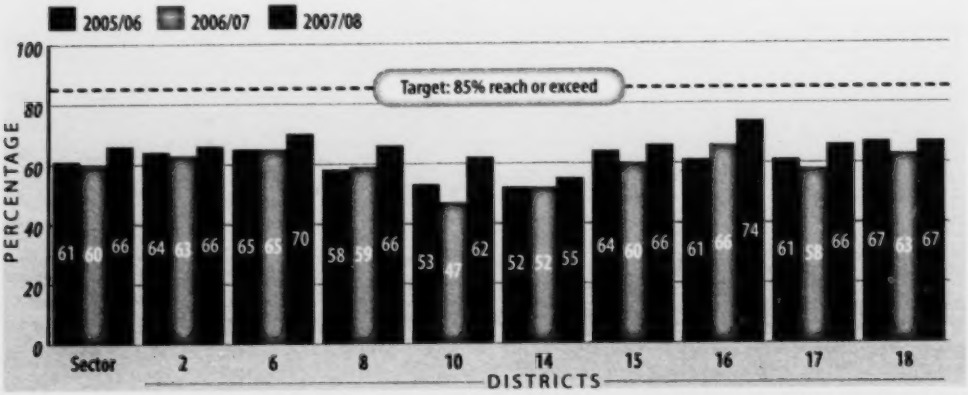
- 85% of students reach or exceed the standard in Grades 6 – 12 on provincial assessments of literacy, numeracy, and science.
- The top 20% of New Brunswick students on literacy, numeracy, and science assessments achieve at a level comparable with their peers in Canada's top three provinces.
- NB ranks among the top three in the country on national and international assessments in literacy, numeracy, and science.

Progress – Provincial assessments (Grades 6 – 12):

Measure		Target 2013	2005/06	2006/07	2007/08	Sector
Children meet the literacy standard	Grade 7 (reading) Grade 7 (writing)	85%	61% 43%	60% 43%	**66%** **47%**	Anglophone
	Grade 8 (reading) Grade 8 (writing)	85%	65% 61%	55% 57%	**65%** **59%**	Francophone
	Grade 11 (reading) Grade 11 (writing)	85%	53% 57%	66% 63%	**87%** **64%**	Francophone
Children meet the numeracy standard	Grade 8	85%	58%	58%	**57%**	Anglophone
		85%	61%	49%	**51%**	Francophone
Children meet the science standard	Grade 6 (pilot)	85%	-	-	**Pilot phase – results next year**	

Figure 12

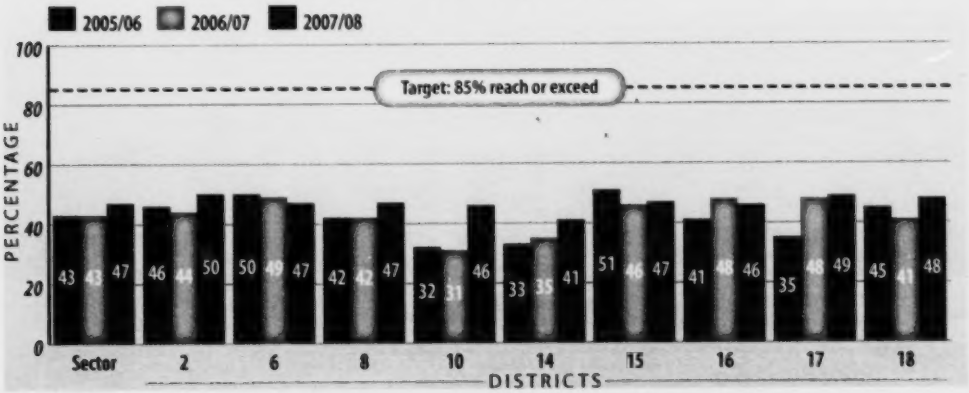
Grade 7 literacy assessment,* reading (Anglophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 7 literacy assessment.*
Source: Department of Education

Figure 13

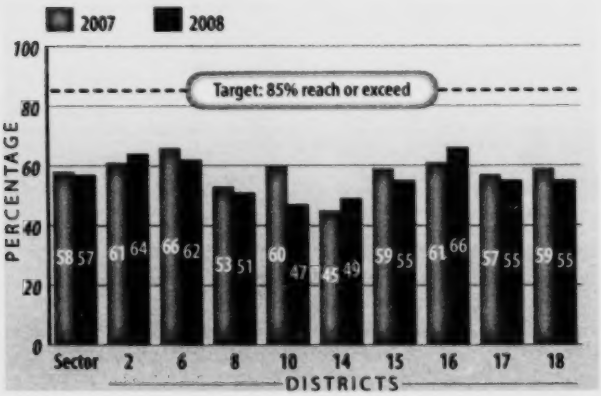
Grade 7 literacy assessment,* writing (Anglophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 7 literacy assessment.*
Source: Department of Education

Figure 14

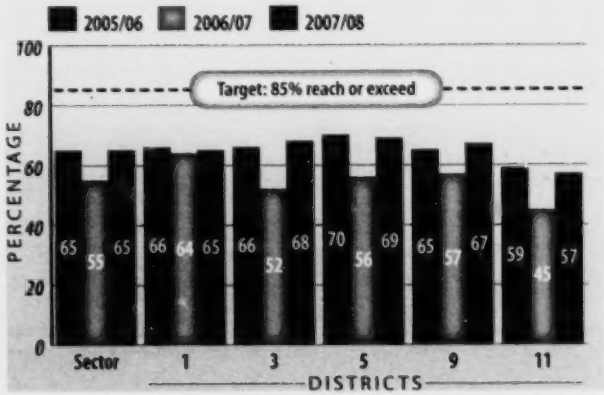
Grade 8 numeracy assessment,* mathematics (Anglophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Middle Level Mathematics Assessment.*
Source: Department of Education

Figure 15

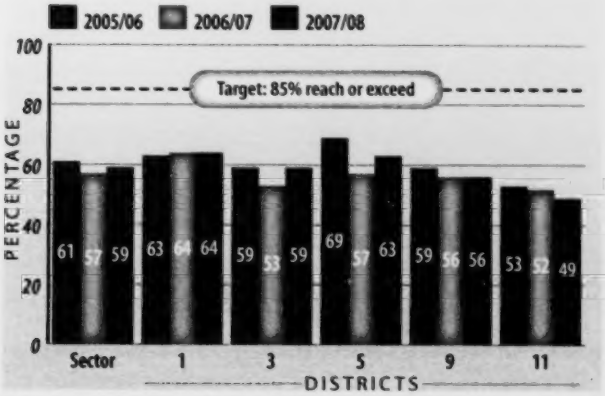
Grade 8 language arts assessment,* reading (Francophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 8 language arts assessment.*
Source: Department of Education

Figure 16

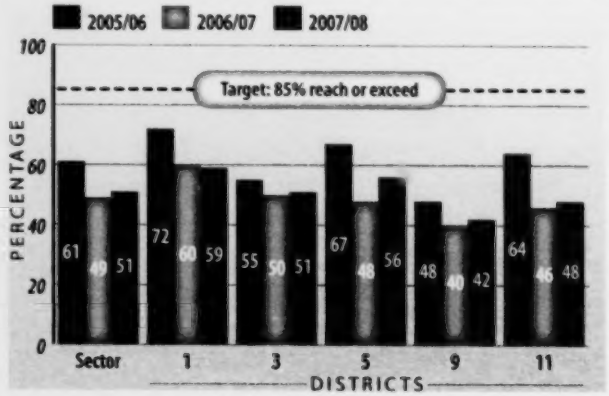
Grade 8 language arts assessment,* writing (Francophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 8 language arts assessment.*
Source: Department of Education

Figure 17

Grade 8 numeracy assessment,* (Francophone sector)



** As measured by the percentage of students at appropriate or strong performance on the Grade 8 math assessment.*
Source: Department of Education

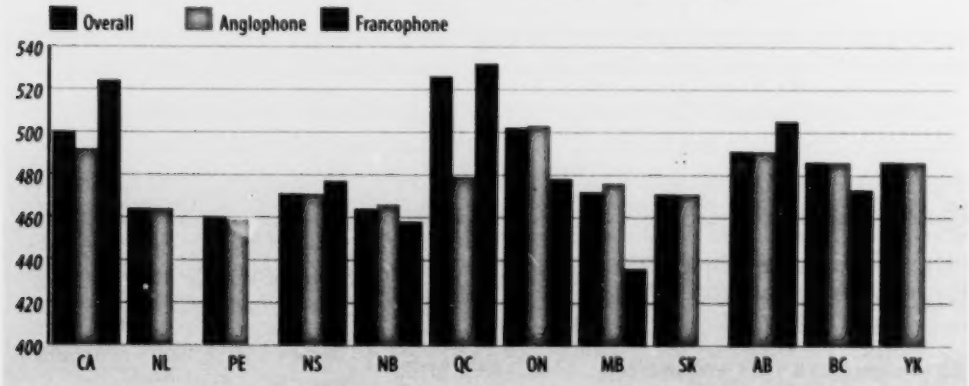
Progress – National and International assessments (Grades 6 – 12)

The Pan-Canadian Assessment Program (PCAP) measures the achievement levels of 13-year-old students in reading, mathematics, and science. The assessment is conducted by the Council of Ministers of Education, Canada (CMEC), and was administered for the first time in 2007 as it replaced the School Achievement Indicators Program (SAIP).

The 2007 PCAP assessment focused primarily on reading, while mathematics and science received a minor focus. On the overall reading assessment, New Brunswick as a whole performed significantly lower (464) than the Canadian average (always adjusted to 500). New Brunswick also came in significantly below the Canadian average in mathematics (461) and science (465). It is important to point out that, in the aggregate, only three provinces – Ontario, Quebec, and Alberta – managed to score at or above the Canadian mean in any of the three disciplines.

Figure 18

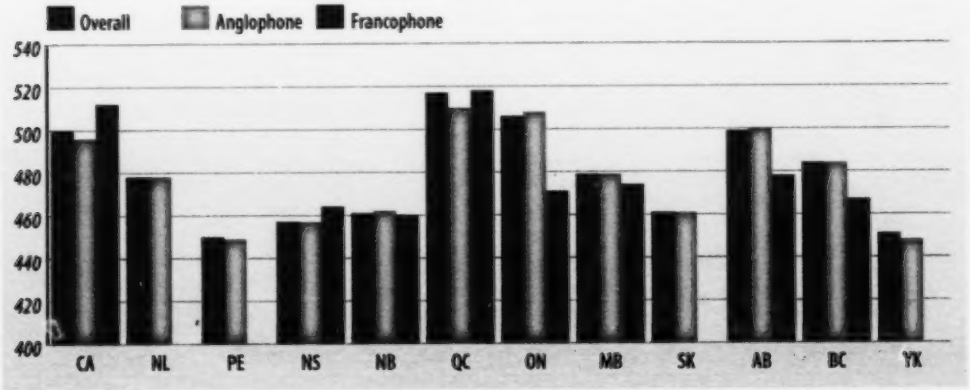
Mean scores of 13-year old students on reading assessments, by province



Source: Pan-Canadian Assessment Program, 2007

Figure 19

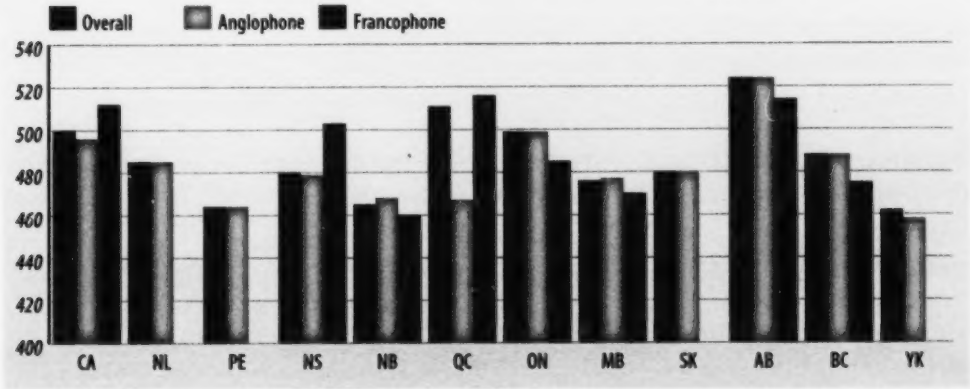
Mean scores of 13-year old students on math assessments, by province



Source: Pan-Canadian Assessment Program, 2007

Figure 20

Mean scores of 13-year old students on science assessments, by province



Source: Pan-Canadian Assessment Program, 2007

The Program for International Student Assessment (PISA) allows for the international comparison of education systems and how they are performing relative to other states. The PISA test measures the aptitudes of 15-year old students in literacy, numeracy, and science, and occurs every three years. In 2006, New Brunswick scored at or above the Organization for Economic Cooperation and Development (OECD) average in each of the three major areas – literacy, math, and science – but ranked tenth among Canadian provinces in science, ninth in reading, and eighth in mathematics.

Similar to PCAP, the major area of focus rotates with each assessment year. In 2003, the focus was on numeracy, and in 2006, it was on science. The 2009 PISA test will focus on literacy.

Measure	Target 2013	Rank	Sector
NB ranks among the top three in the country on national and international assessments in literacy, numeracy, and science.	Among top 3 provinces	Literacy (2000): 10th Numeracy (2003): 9th Science (2006): 10th	Province
The 20% of top performing students are on par with those in other provinces on literacy, numeracy, and science.	Among top 3 provinces	Literacy (2000): 10th Numeracy (2003): 9th Science (2006): 10th	Province

Steps taken

We continue to assess students at regular intervals in order to monitor overall progress and to identify any problem areas at an early stage. Consistent with linguistic duality, the anglophone and francophone sectors each develop and administer their own assessments. Below is the updated schedule for 2007/2008.

Assessments – Anglophone sector (2007/08)	Timeframe	Assessments – Francophone sector (2007/08)	Timeframe
Kindergarten - Teacher's School Readiness Inventory (Simner)	October/ November	Kindergarten - Évaluation de la petite enfance	January
Grade 2 literacy	June	Grade 2 literacy	May/June
Grade 4 literacy	June	Grade 5 mathematics	May
Grade 5 numeracy	June	Grade 5 science	May
Grade 6 science (pilot)	June	Grade 8 mathematics	May
Grade 7 literacy	October	Grade 8 language arts	May
Grade 8 mathematics	June	Grade 10 English second language	January/June
Grade 9 English Language Proficiency	January/March	Grade 11 language arts	May/June
Grade 10 French Oral Proficiency	June	Grade 11 mathematics	January/June
Grade 10 French literacy	April		
Grade 12 French Oral Proficiency	April/May		

Here are some of the advances we have made since the release of the Benchmark Report last year:

Anglophone sector

- New and improved math curricula have been introduced in Grades K, 1, 4, and 7.
- Numeracy mentors have attended new workshops on teaching children with disabilities. These workshops deal, among other things, with techniques for instruction and intervention.
- Numeracy mentors have received resources tailored to suit their individual needs.
- A "Breakthrough" plan is being developed to ensure that all children are reading and writing.
- A program called Seeing Stars has been adopted in the anglophone sector to help students with symbol imagery, word development, contextual fluency, spelling, and visualising letters.
- Principals from schools that are particularly successful in assisting struggling students are being invited to speak at district meetings in order to share best practices.
- The Common Grounds initiative has been expanded to include a third school. Several programs spawned from this initiative are designed to identify and address common problems between schools that serve similar populations.

Francophone sector

- All grade 7 and 8 teachers were offered training on literacy outcomes.
- Training was offered to 3rd grade teachers, elementary Methods and Resource teachers, and to principals to ensure effective intervention for students not meeting the grade 2 literacy standard.
- The use of PRIME at the elementary level has begun. It is both a tool and training that allows teachers to better determine student difficulties in numeracy and intervene more effectively.
- The francophone sector participated in the creation of a kit used to teach French in minority settings. This project is spearheaded by the Council of Ministers of Education, Canada (CMEC). The kit is designed to help teachers develop student competencies in literacy and oral communication at all grade levels and in all subjects. It will be introduced in the 2008/2009 school year.
- Eight online books were created to increase literacy outcomes among students. The project is the result of a partnership with the *Bouton d'or d'Acadie* publishing house and the Université de Moncton.

- A profile of the schools performing well on assessments has been created and will be used to help those schools with lower achievement levels. Further, financial support has been awarded to schools where the students experienced difficulties in literacy, numeracy, or science.
- A new grade 10 French program was put in place in September 2007. It reflects the most recent practices for teaching French and emphasizes culture and oral expression.
- For the third consecutive year, resources have been added to elementary school learning resource centres. These centres are meant to provide teachers with the appropriate tools for teaching mathematics and science.
- Development and launch of a new science and technology program for students in grades 3 – 5. New pedagogical resources are also included.

Commitment #3: To help children develop a passion for learning

Helping students develop a passion for learning is one of the most important goals of our public education system. In order to achieve this, we must help students discover what it is they enjoy doing and where their strengths lie. One approach is by increasing the availability of courses in the trades and the arts, as well as co-op opportunities, which can help some students discover their interests. In 2007/08, more than half of the Grade 12 students surveyed in both linguistic sectors indicated that they "sometimes" or "regularly" had opportunities to participate in trades and the arts.

Another goal of public education is to teach students how important it is to be involved in the world the surrounds them, and how they can effect change. The most recent Exit Survey (2008) for Grade 12 students asked them about their voting intentions at the various levels of government – Federal, Provincial, and Municipal. While the percentage of students indicating that they would vote is quite high at all levels, it has nonetheless decreased steadily over the past three years. This is part of a larger pan-Canadian trend among young voters that stay away from the polls. The Ministerial Task Force on Citizenship Education was established to bring top citizenship educators and students together to review the curriculum, and to find ways of fostering in our young citizens a sense of awareness and renewed involvement at all levels of political life.

Targets (Grades 6 – 12)

- 90% of high school graduates report that they intend to vote in the first election for which they are eligible (federal, provincial, and municipal).
- NB's post-secondary participation rate is among the top three in Canada, and an increasing proportion obtains a post-secondary credential.
- NB is in the top three provinces in Canada for high school graduation.
- 90% of graduates report that they have had opportunities to take courses in the trades, the arts, or co-op or volunteer experience.

Progress

Measure	Target 2013	2005/06	2006/07	2007/08	Sector
High school graduates plan to vote (federal, provincial, municipal elections).	90%	81.2%* 81.2%* 75.5%*	77.2%* 78.0%* 72.0%*	74.7%* 75.1%* 71.1%*	Federal – Anglophone Provincial – Anglophone Municipal – Anglophone
		86.8%* 86.9%* 84.8%*	84.4%* 86.0%* 83.6%*	83.0%* 83.5%* 82.3%*	Federal – Francophone Provincial – Francophone Municipal – Francophone
Students have opportunities to participate in the trades, the arts, or co-op or volunteer experience.	90%	-	-	59.5%*	Trades – Anglophone
		-	-	52.8%*	Arts – Anglophone
		-	-	66.8%*	Co-op – Anglophone
		-	-	30.2%*	Volunteer – Anglophone
		-	-	51.1%*	Trades – Francophone
		-	-	58.1%*	Arts – Francophone
		-	-	34.5%*	Co-op – Francophone
		-	-	38.4%*	Volunteer – Francophone
Strong high school graduation	Among top 3 provinces	**2nd** ** (82%)		**2nd** **** (86%)	Province
Strong post-secondary participation	Among top 3 provinces	**3rd** ** (37.4%)		5th *** (34%)	Province

* *Students responding "sometimes" or "regularly." Source: Exit Survey.*

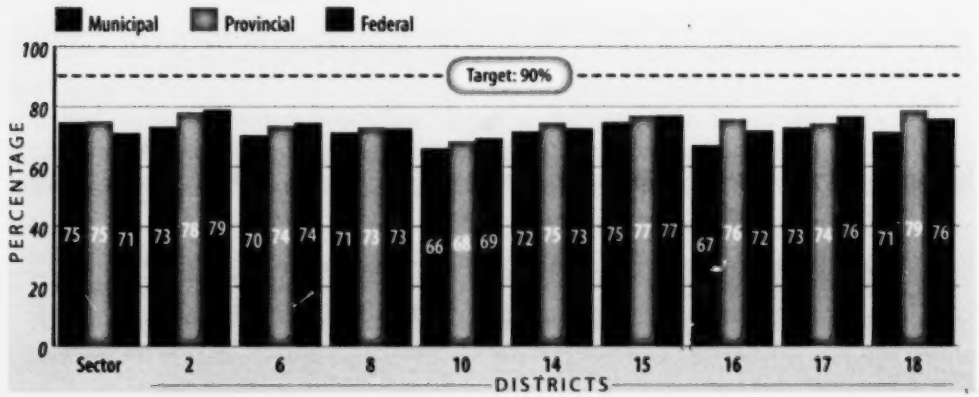
** *Source: Statistics Canada, 2002/03.*

*** *Source: Statistics Canada, 2006/07.*

**** *Source: Statistics Canada, 2005/06.*

Figure 21

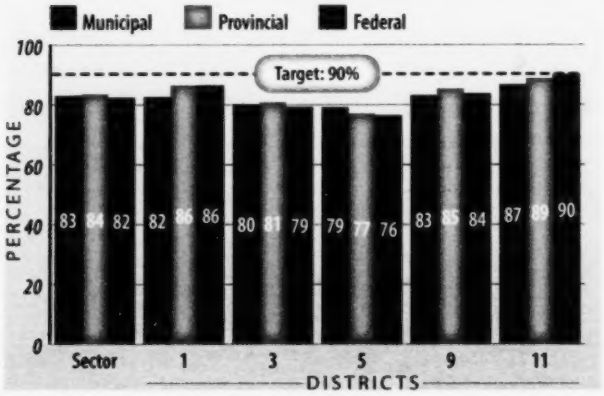
Voting intention, 2008 (Anglophone sector)



Source: Exit Survey, 2008

Figure 22

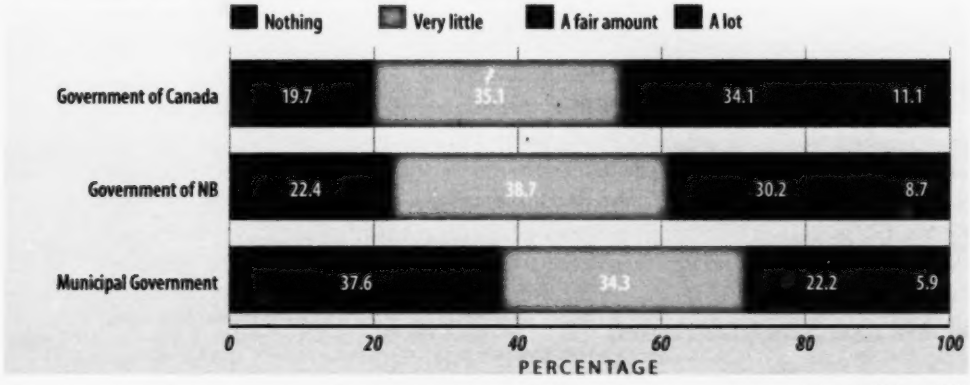
Voting intention, 2008 (Francophone sector)



Source: Exit Survey, 2008

Figure 23

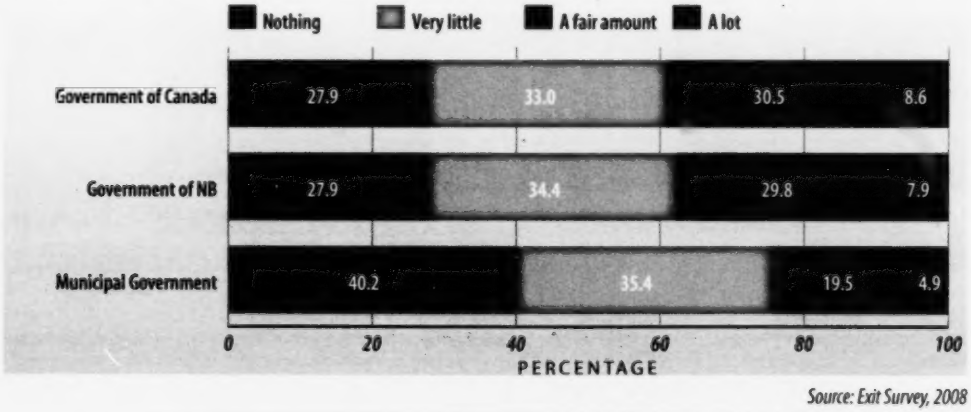
Students' knowledge of governance, 2008 (Anglophone sector)



Source: Exit Survey, 2008

Figure 24

Students' knowledge of governance, 2008 (Francophone sector)



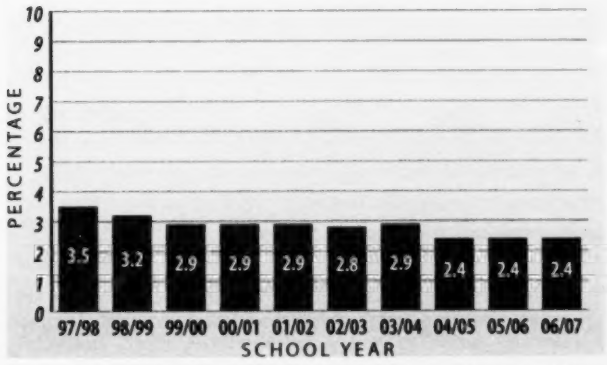
Source: Exit Survey, 2008

Dropout rates

Students tend to remain in school when they are motivated to learn. The Provincial dropout rate has decreased by about 30% over the past decade, from 3.5% in 1997/98, to 2.4% in 2006/07. Since this statistic remains unchanged over the past three years, it means that approximately 1,400 students will again leave school this year without obtaining a diploma. The disparity between boys and girls remains largely unchanged from 2005/06, with 2.8% of boys leaving school compared to only 2% of girls. Among the individual districts, the rate for District 10 has decreased by over one full percentage point (from 2.8% to 1.5%), while District 5 saw a one percentage point increase (from 1.8% to 2.8%). Another important change from last year is the First Nation dropout rate, which has come down almost a full percentage point from 8% to 7.2%.

Figure 25

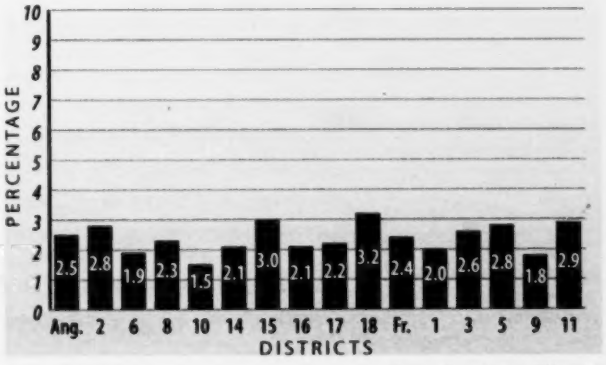
New Brunswick's dropout rate, Grades 7 – 12



Source: Education Dropout Statistics September 30, 2006 to September 30, 2007, Department of Education. The dropout count is based only on students who were active on September 30, dropped out, and did not return to school by the following September 30.

Figure 26

Dropout rate by sector and district, 2006/07



Source: Department of Education

Steps taken

Both sectors

- A 3-year plan to provide greater technical-vocational training in schools has been approved and adopted.
- ScienceEast will continue to coordinate provincial science fairs throughout NB.

Anglophone sector

- Summer workshops geared toward upgrading the skills of teachers in the metal trades were delivered in collaboration with BayTech College and OSCO Construction Group.
- Some smaller schools have begun expanding their local course options to include such things as classes on construction, framing, sheeting, and residential finish.
- Safety training has been provided for trades teachers through the NB Construction Safety Association.
- An "Ocean Discovery Project" has been developed in collaboration with the Huntsman Marine Science Centre.
- ScienceEast will continue to coordinate provincial science fairs throughout NB.
- The Falls Brook Centre has developed resource kits dealing with the subject of energy to be used as part of the Grade 6 science curriculum.
- New masters-level courses have been provided for teachers to sharpen their skills in various areas including guidance counselling, threat assessment, and literacy intervention.

Francophone sector

- Training workshops for teachers in several sectors (electrical, carpentry, wood and metal working, machining, welding, automobile mechanic, small engine mechanic) were organized during the summer of 2008 by the New Brunswick Community College.
- All francophone schools in the province now offer at least one trades course.
- A new collection of Acadian theater works is being compiled and will be released in March 2009.
- A new visual arts program has been developed and was launched in September 2008. A new course for online music creation will be offered in September 2009.
- The Minister has approved the financing for a student guidebook on how to produce theater works. The project is led by the Fédération des jeunes francophones du Nouveau-Brunswick.

Commitment #4: To give educators the tools to innovate and lead

Information technology has spurred new ways of sharing and working. One of these ways is through massive online collaboration. What this means is that teachers in Bathurst can easily share new and innovative classroom techniques with educators in St. Stephen, Caraquet, and anywhere else in the province almost instantly. At the same time, educators may work together on common goals more effectively, and pass their efforts on to the students more quickly. We must ensure that the most successful innovations are fully replicated and integrated into the curriculum.

Targets (Grades 6 – 12)

- 90% of teachers report they have been successful in integrating technology in teaching their students.
- An increasing percentage of principals report that projects from the Innovative Learning Fund are having a positive impact on teaching and learning in their schools.

Progress

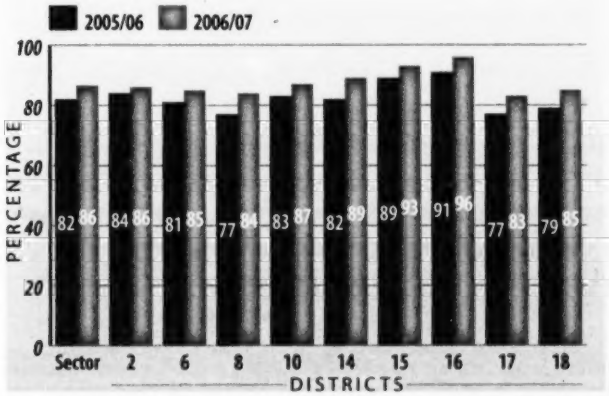
Measure	Target 2013	2006	2007	Sector
Teachers successfully integrate technology in teaching their students*	90%	82%	87%	Anglophone
		75%	78%	Francophone
		80%	84%	Province
Innovative Learning Fund projects have a positive impact on schools	Increasing percentage		-	Anglophone
			86%	Francophone

* *Source: Educational Staff Record.*

More and more teachers are integrating technology into their classrooms to create a rich learning environment. The effective use of technology can help promote a student-centered approach to learning. The most recent numbers tell us that 84% of New Brunswick teachers are already using these technologies, an increase of 4% over the previous year.

Figure 27

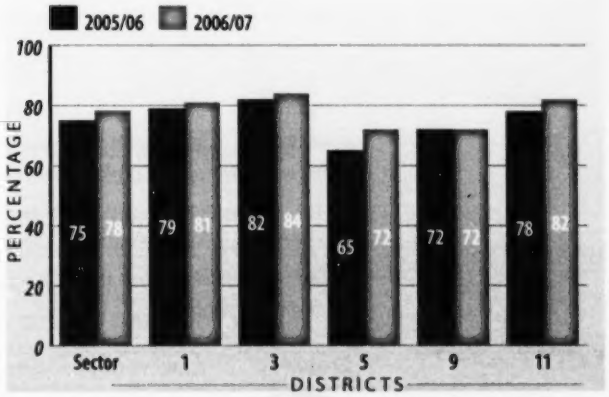
Technology use for instructional purposes (Anglophone sector)



Measured as the % of respondents answering "very" or "somewhat" to the question: "How often do you use information and communication technology for instructional purposes?" • Source: Educational Staff Record

Figure 28

Technology use for instructional purposes (Francophone sector)



Measured as the % of respondents answering "very" or "somewhat" to the question: "How often do you use information and communication technology for instructional purposes?" • Source: Educational Staff Record

Innovative Learning Fund

The Innovative Learning Fund, which began last year, provides innovative teachers with the funding necessary to implement new and creative ways to present and deliver the curriculum. Any New Brunswick teacher in the public education system may apply for funding.

Eighty-six per cent of francophone educators responded that the Innovative Learning Fund projects have had a positive effect on learning in their schools. On the anglophone side, the evaluation of this program was done through more informal qualitative and anecdotal data collection. The response from the participants was overwhelmingly positive.

Steps taken

Both sectors

- There has been an 8% increase in the professional development budget. Most of this professional development is focused on instructional practice, curriculum, and leadership.

Anglophone sector

- Work is underway with faculties of education at St. Thomas University, UNB, UNBSJ, and the Atlantic Baptist University to facilitate student placement.
- Notebook use and technology integration training is being delivered to teachers throughout the province. This training aims to increase the use of such technologies in the classroom.
- NB representatives attended the Johan Kooij Fellowship conference in the Netherlands. The fellowship works to share and discuss best practices from around the world.

Francophone sector

- A new professional development strategy was launched in 2007/08. It aims to provide teachers with the time necessary to evaluate classroom achievement levels and to use best practices to increase these levels.
- The first forum on best practices will take place in February 2009. This will provide teachers with the opportunity to exchange ideas and practices while also highlighting exemplary practices.

Commitment #5: To live up to the promise of inclusion

New Brunswick's public education system is recognized world-wide as one of the most inclusive. We strive to ensure that all students have access to quality public education, and we are committed to implementing the recommendations of the MacKay Report on inclusive education to make our system even stronger.

Targets

- 80% of students with Special Education Plans are meeting identified learning outcomes, and interventions are in place for the remaining 20%.
- An increasing percentage of teachers report that gifted students are given the opportunity to reach their full potential at school.
- 90% of students and parents report that students received the services they needed to support their learning.

Progress

Measure	Target 2013	2005/06	2006/07	2007/08	Sector
Students with Special Education Plans meet identified learning outcomes/ those not meeting outcomes have interventions in place.	80 / 20%	-	-	68%† **Interventions are in place for all other students**	Anglophone
		-	-	*	Francophone
Gifted students have opportunities to reach their full potential at school.	Increasing percentage	-	-	44%*****	Anglophone
		-	-	*	Francophone
Students and parents report students have the services needed to support learning.	90% (parents)	-	-	73%****	Anglophone
		-	-	*	Francophone
	90% (students)	74%**	78%**	59%***	Anglophone
		83%**	86%**	*	Francophone

* *Developing a data-gathering mechanism for 2008/09.*

** *Source: Exit Survey.*

*** *Source: Student Perception Survey, 2007.*

**** *Source: Parent Perception Survey, 2007.*

***** *Source : Teacher Perception Survey, 2007.*

† *Source: Department of Education. Percentage of students meeting 85% of their outcomes.*

Steps taken

Anglophone sector

- All resource teachers have been provided with memberships to the Council for Exceptional Children (CEC). This gives NB teachers the largest level of membership in Canada.
- A new English Second Language program was presented in the fall. The program provides best practices for teaching ESL learners.
- Work is underway to create a province wide tragic response group that will work in coordination with a mobile crisis team to address tragic events with greater efficiency.

Francophone sector

- Thirty-five new teachers were hired and received ten weeks of training for the new strategy on learning difficulties. This strategy will allow for the identification of dyslexic students and proper intervention.
- A new elementary school orientation model was developed and is being piloted in 15 schools throughout the province.
- A strategy to reduce wait times for psychology services has been developed.
- An audit of special education plans will be completed in March 2009. The goal is to ensure that these plans are fully developed and implemented.
- Training was offered to guidance counselors and to methods and resource teachers to help students with special needs transition to the work force.

Commitment #6: To engage communities and partners in improving schools

One of our greatest strengths in New Brunswick is the extent to which communities are close-knit and cooperative. Community schools use community resources such as volunteer groups, parents, public services and recreational and cultural opportunities to turn a school into a centre of opportunity for children, youth, families and communities.

Target

- At least 75 community schools are operating in New Brunswick, with support from the community and the private sector.

Progress

Measure	Target		2007	2008	Totals	Sector
	Phase 1	Phase 2				
Community schools operate with support from the community and the private sector.	30	45	11	24	35	Anglophone
			11	5	16	Francophone
			22	29	51	Province

Our target for 2013 is to have 75 community schools in place. To date, there are 35 community schools in the anglophone sector, and 16 in the francophone sector, for a total of 51. We are already more than half way to meeting our 5-year target.

Steps taken

- There are currently 35 approved Community Schools in the Anglophone sector and 16 such schools in the Francophone sector. These schools are developed to work with communities and the private sector in delivering greater options and increasing student achievement.
- The School Communities in Action program which provides after-school, early-morning, and lunch-time physical activities has been adopted by a large number of NB public schools.

Commitment #7: To promote cultural identity and linguistic growth

Second language programs

As Canada's only officially bilingual province, it is important that we provide opportunities for our kids to retain their culture and language while fully experiencing another. The provincial target for 2013 is to have 70 per cent of kids able to function effectively in speaking their second official language.

Only 1.7 per cent of students in the Core French program met the target in 2007/08. The Core French program is being phased out as a result of recent changes to the French Second Language programming in the anglophone sector. We are confident that its replacement, Intensive French, will yield significantly better results. For those students in the French Immersion program, 88 per cent were able to function effectively in 2007/08, surpassing the target by 18 per cent. This represents a 1 per cent increase from 2005/06. Overall, 36 per cent of anglophone students met the provincial target, an increase of over 2 per cent since 2005/06.

Francophone students have consistently improved their level of English over the past three years. As of 2007/08, 64 per cent were able to function effectively in English, an increase of 4 per cent since 2005/06.

Target

- 70% of high school graduates are able to function effectively in speaking their second official language.

Progress

Measure	Target 2013	2005/06	2006/07	2007/08	Sector
Students function effectively in speaking their second official language.*	70%	0.4%**	N/A	1.7%	Anglophone (Core French)
		87%**	N/A	88%	Anglophone (French Immersion)
		34%**	N/A	36%	Anglophone (total)
		60%***	62%***	64%	Francophone

* *Achieving an intermediate level on the oral assessment is considered "functioning effectively."*

** *Grade 10 results – sample survey. Students are assessed every 2 years.*

*** *Grade 10 results.*

First Nations students

Our statistics show that a greater percentage of First Nations students are experiencing difficulties on provincial assessments. As our First Nations' population continues to grow, our attention must be turned to addressing the specific needs of these children in the school system.

Target

- First Nations students achieve at levels comparable with their peers on provincial assessments.

Measure	Target 2013	2006/07	2007/08	Sector
First Nations students achieve at levels comparable with their peers on provincial assessments	On par with peers	Experiencing difficulty: Reading Grade 2 - First Nations: 30% Grade 2 - Anglophone: 28% Grade 7 - First Nations: 58% Grade 7 - Anglophone: 39%	Experiencing difficulty: Reading Grade 2 - First Nations: 37% Grade 2 - Anglophone: 24% Grade 7 - First Nations: 54% Grade 7 - Anglophone: 34%	Anglophone (English)

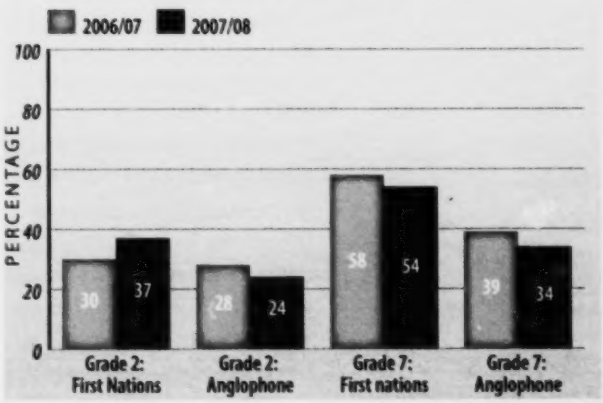
Thirty-seven percent of First Nations students living on-reserve and attending public school experienced difficulty on the Grade 2 reading assessment, compared with 24% of anglophone students in the English program. As well, 63% of First Nations students experienced difficulty on the writing portion compared with 41% of non-First Nations students.

Fifty-four percent of First Nations students living on-reserve and attending public school experienced difficulty on the Grade 7 reading assessment, compared with 34% of anglophone students in the English program.

As well, 80% of First Nations students experienced difficulty on the writing portion, compared with 53% of non-First Nations students.

Figure 29

First Nations students experiencing difficulty in reading assessments, compared with Anglophone students



Source: Department of Education

Steps taken

Anglophone sector

- New Brunswick has raised First Nations education to be the top agenda issue at the Council of Ministers of Education, Canada.
- Established the Provincial Aboriginal Education Committee as an advisory committee to the Minister.
- Revisions have been made to the French Second Language programs in the anglophone sector to reduce the effects of streaming and to increase the number of students attaining the Intermediate proficiency level.
- A student summer camp was offered in Bouctouche over the summer as a means of further immersing students in provincial Francophone culture.
- An Educational Services Agreement is being adopted in collaboration with First Nations communities to reinvest 50% of tuition fees received directly into services for First Nations kids.
- Steps are being taken to allow for a greater collaboration between both linguistic sectors with regards to the intensive teaching of languages.
- An agreement has been reached with Ontario and Manitoba to develop ways through which Francophone identity might be enhanced throughout these provinces.
- A commissioner has been appointed to work with Francophone communities and help ensure student success by identifying and addressing common problems.

Francophone sector

- In collaboration with the University of New Brunswick, the francophone sector has offered English Second Language summer camps.
- A commission was created in order to find solutions to the challenges facing the francophone school.
- On a national level, the francophone sector is coordinating the development of the *passeur culturel* kit aimed at school administrations.
- A working group and a roundtable public consultation were put in place as a follow-up to the Francophone arts and culture summit. Participants include the districts, the Minister of Education, the Association des enseignantes francophones du Nouveau-Brunswick, the Fédération des jeunes francophones du Nouveau-Brunswick, l'Université de Moncton, and the Association des artistes du Nouveau-Brunswick.

Commitment #8: To create healthy and safe schools

We want New Brunswick students and school staff to be safe and healthy. This means finding ways to help students adopt more active, healthy lifestyles; taking steps to prevent bullying, discrimination and violence; and investing in our school buildings so they are safer places in which to learn and work.

Targets

- The percentage of children and youth who are considered active enough for optimal growth and development increases by 10 percentage points.
- An increasing percentage of students in Grades 6 – 12 report they feel safe and belong in their school; the level of safety reported by students with particular learning challenges is comparable to the level reported by other students; bullying behaviours decrease steadily in New Brunswick schools.
- 100% of schools have adequate emergency preparedness plans and lock-down procedures in place, in collaboration with appropriate authorities.

Measure		Target 2013	2006/07		2007/08		Sector
Children and youth are active enough to ensure the best possible growth and development		Increasing percentage (10%)	-		52%† (K – 5)		Anglophone
			-		41%† (K – 5)		Francophone
			46%*		50%† (K – 5)		Province
Students feel safe.	Students in Grades 6 – 12 report feeling safe at school	Increasing percentage	82.3%***		78.9%****		Anglophone
			86.9%***		**		Francophone
			83.6%***		**		Province
	Students with special needs feel safe	Comparable to their peers	-		75.3%****		Anglophone
			-		**		Francophone
	Bullying behaviours decrease	Decreasing occurrences	-		4,664††		Anglophone
			-		1,259†††		Francophone
Schools have adequate emergency preparedness plans and lock-down procedures.		100%	Emergency Plans	Lock-down procedures	Emergency Plans	Lock-down procedures	
			100%	100%	100%	100%	Anglophone
			84%	89%	96%	97%	Francophone

* *Data from Canadian Fitness and Lifestyle Research Institute, Physical Activity Monitor – 2001.*

** *Developing a data-gathering mechanism for 2008/09..*

*** *New Brunswick Student Wellness Survey 2006/07 (Grade 6 – 12 Student Survey).*

**** *Source: Student Perception Survey, 2007.*

† *New Brunswick Student Wellness Survey 2008 (Grade K – 5 Parent Survey).*

†† *Source: Department of Education. Figure represents number of reported cases of bullying, which includes written or visual inappropriate messages, name calling, physical bullying, and taunting.*

††† *Source: Department of Education. Figure represents number of reported cases of non-tolerated behaviours, which include belittling, harassment, insults, bullying, and verbal violence directed at other students or personnel.*

Canada's Physical Activity Guidelines recommend that children and youth should spend less than 2 hours per day in sedentary activities, such as watching television or spending time in front of the computer. Approximately 57% of Grade 4 and 5 students reported that on most days, they spend 2 hours or more on these sedentary activities.

The most recent New Brunswick Student Wellness Survey (NBSWS) includes a perception component for parents of children in K – 5. In this component, 50% of parents surveyed reported that their child gets 90 minutes or more of daily physical activity; however, one direct measure – through the use of a device similar to a pedometer – of Grade 5 students demonstrated that only 3% of those who participated reached the 90 minutes of physical activity. While this represents quite a gap, the two measures are not directly comparable, and other factors, such as self-reporting bias, might help explain the incongruence.

In the Grade 4 – 5 Student Survey component of the NBSWS, 64% of students (62% of anglophone, 69% of francophone) reported that they felt a part of their school, and 72% (73% of anglophone, 68% of francophone) reported that they felt safe in their school.

On questions of nutrition, 59% of parents of K – 5 students said they believe that 5 or more vegetables and fruits a day are required for their child's well-being and health, but only 23% reported that their child was meeting the standard. On questions that were answered by the students, 80% reported eating candy, chocolate, or sweets at least once during the previous day, and 65% reported drinking sweetened non-nutritious beverages at least once during the same period.

Steps taken

Both sectors

- A revised provincial Student Code of Conduct is currently in the final stage and is slated for release in 2009.
- The Pedometer Challenge for the 2008/2009 school year was launched in October 2008.
- A project coordinator and an architect have been hired to initiate a review of building standards for all schools.

Anglophone sector

- A session on student exceptionalities was offered to 90 teachers responsible for physical education throughout the school system.

Francophone sector

- Approximately 30 schools piloted software that analyses movements. It is used in physical education classes and allows students to observe and improve their own movements.
- A new pedagogical guide was developed and distributed to all elementary physical education teachers. It is the sixth guide in a series of eight.

Looking ahead

When kids come first (WKCF) sets a clear direction to realize the vision that we can "build the best education system in Canada". A self-sufficient New Brunswick will accept no less.

Last year's Benchmark Report established the baseline against which we will measure our future success. In the twelve months that have passed since that initial report, we have made significant progress in some very critical areas, such as Grade 2 literacy scores and higher graduation rates.

At the same time, there were also some targets which did not see any improvement, such as Grade 8 numeracy and the number of children arriving at kindergarten who are not ready to learn. The annual Accountability Report will prove to be an invaluable tool when it comes to identifying our underperforming targets. We will be able to build upon what is already working and address the challenges before they become entrenched. Ultimately, this means a more responsive system for the children of New Brunswick.

The 23 targets reported on here are the key indicators that need to be focused on now to transform the system by 2013.

By reporting on a consistent basis, we will help keep all education partners accountable and focused on the progress we need to make in our public education system.

As New Brunswick students move through the public education system, we must also keep in mind the three clear goals of WKCF, namely:

- Every child will arrive at kindergarten ready to learn;
- Every child will leave Grade 5 having mastered the tools to learn – reading, writing and numeracy;
- Every child will graduate from high school having had the opportunity to discover his or her personal strengths and to find something he or she loves doing.

This is how we will measure success. The targets are ambitious. The challenges are daunting. The potential is unlimited. A self-sufficient New Brunswick in the future begins with success in education today.